

7c. Language Development. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

Every candidate in the Multiple Subject Credential Program, Single Subject Credential Program, and Education Specialist Credential Program, whether seeking the Bilingual Authorization or not, is required to successfully complete (with a grade of C+ or better) the course [EDUC/ ENG 475. Language in Social Context](#). [Required readings](#) include excerpts of the CA ELA/ELD Framework, CA ELD Standards, and readings on multilingual language development. In the California Framework and Standards, students explore the implications of language proficiency levels, and apply the ELD standards in a variety of practice contexts, including analysis and reflection on case studies, and practice writing effective ELD goals and designing instruction that supports language development.

The overarching framework of this course embeds our approach within a multilingual, translanguaging framework. The course opens with students reading the [Introduction](#) to Garcia, Ofelia and Kleifgen, J. (2018). [Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners](#). This chapter frames the course in an approach that recognizes the interconnectedness of learners' language resources, values the way in which learners build upon these resources to expand their linguistic repertoires across multiple languages, and questions monolingual language ideologies that separate languages, prioritize English language development over primary language development, or view learners of English from a deficit perspective. When investigating the process of language development, acquisition and socialization in a later course module, we view a lecture by [Ofelia Garcia](#) explaining how a translanguaging perspective views an individual's multilingual development as interconnected language resources from multiple languages and language varieties. Finally, a range of course readings and course modules examine how language resources are structured, and the variation that occurs within languages (e.g., [dialect](#) variation, [register](#) variation, [genre](#) variation), emphasizing the need to accept and encourage translanguaging, cross-linguistic support, and fostering learners' full linguistic repertoires in multiple language varieties to foster learning in the classroom.

In addition, the multiple subject program integrates approaches to supporting multilingual learners, multiliteracy, and English language development throughout our methods courses. Within each subject area methods course, candidates are introduced to specific frameworks and strategies for example, in EDMS 522, *Literacy I: Methods for Multilingual and Multicultural Classrooms, TK-3*, students read excerpts from [Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2](#), by Mariana Souto-Manning and Jessica. The perspective of this book is founded on a recognition of children's multiliteracies and multilingualism, as well as respect for diverse linguistic and cultural practices that children bring to the classroom, while addressing effective practices in the language arts classroom to promote multilingual language

development. Our course, EDMS 527, *Modern Methods in Mathematics in Grades 4-6*, emphasizes [equity-based approaches in Mathematics](#), by exploring communities' rich funds of mathematical knowledge, mathematical practices, and cultural approaches to mathematical thinking, and also by engaging in rich, sustained partnership with multilingual families and communities. Each methods course integrates such equity-based approaches that are inclusive of the multiliteracies and multilingual resources in our community.

Candidates in our Education Specialist program explore [culturally & linguistically responsive approaches](#), and approaches that [integrate multimedia or arts-based approaches](#) to language and literacy instruction in [EDUC 538](#), *K-12 Literacy: Multicultural and Multilingual*.

7d. Effective Expression. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Every candidate in the Multiple Subject Credential Program, Single Subject Credential Program, and Education Specialist Credential Program, whether seeking the Bilingual Authorization or not, is required to successfully complete (with a grade of C+ or better) the course [EDUC/ ENG 475. Language in Social Context](#). The course opens with students reading the [Introduction](#) to Garcia, Ofelia and Kleifgen, J. (2018). Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners. This chapter frames the course in an approach that recognizes the interconnectedness of learners' language resources, values the way in which learners build upon their existing linguistic resources to expand their linguistic repertoires in multiple languages, and questions standard, monolingual ideologies that separate languages or view learners of English from a deficit perspective. When investigating the process of language development, acquisition and socialization in a later course module, we view a lecture by [Ofelia Garcia](#) explaining how a translanguaging perspective views an individual's multilingual development as interconnected language resources from multiple languages and language varieties.

In order to promote candidates' deeper understanding and empathy of the immigrant experience, including experiences being multilingual and multicultural in educational contexts, candidates read immigrant memoirs in small groups- [Literature Circle Discussions](#)- throughout the course. Examples of these memoirs include *Enrique's Journey*, Hudes' *My Broken Language*, or Lai's *Inside Out and Back Again*. Furthermore, the course focuses on language in social context, which includes the multiple varieties, dialects, registers and languages that students possess in their multilingual repertoires. In our [module on sociolinguistics](#), we focus on the negative impact of stigmatizing language ideologies that teachers sometimes enact toward racialized or otherwise marginalized language resources, which is illustrated, for example, by watching "Why English class is silencing students of color." by Jamila Lyiscott (<https://www.youtube.com/watch?v=u4dc1axRwE4>).

[Cross-linguistic support](#) and the benefits of multilingual and primary language development is emphasized throughout the course, including introducing students to theories of [language development](#) which recognize the interconnectedness of language proficiencies and literacies in multiple languages.

Furthermore, in in EDMS 522, *Literacy I: Methods for Multilingual and Multicultural Classrooms, TK-3*, Multiple Subject candidates read excerpts from [Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2](#), by Mariana Souto-Manning and Jessica Martrell. The perspective of this book is founded on a recognition of children's multiliteracies and multilingualism, as well as respect for diverse linguistic and cultural practices that children bring to the classroom, while addressing effective practices in the language arts classroom to promote multilingual language development.

Candidates in our Education Specialist program explore [culturally & linguistically responsive approaches](#), and approaches that [integrate multimedia or arts-based approaches](#) to language and literacy instruction in [EDUC 538](#), *K-12 Literacy: Multicultural and Multilingual*.